

Student Retention

Retention process

- Post testing guidelines consistent with TABE and CASAS recommendations
Average hours per student statewide
- TABE 25-30 hours
CASA 80 + hours/40 hours
Use any one of these or any combination of all listed
- State average number hours/student. This figure would change every year. Note: The FY 05 for Missouri would be 52.3 hours. Good or Bad?
- Compare to other states determine of number of hours. Survey other states to see what criteria they use and make recommendations for the state of Missouri

Elements of definition

- Post testing
- Duration number hours What number of hours is the right one to use?
- Demographic of our students. These might become factors in the definition of retention.(handicapped. EMR, AD, etc.)
- What is importance of retention? Why are we worrying about it again?
- Retention not necessarily a good thing. Is it really an important thing when considering the things the client wants or the client's goals?

What will new definition guarantee?

- Can't guarantee anything! Will be different than what is produced by the current definition.
- Law of unintended consequences
- The pendulum will swing Why get up tight over the fact we are now going to worry about retention figures? For a long time we really did not care about them. So the pendulum has gone from that side to the side of paying a lot of attention to attendance.
- Retention is just a piece of a larger puzzle – number of hours not total picture
Retention is result not an end to student goals
- Success measured by many factors not just retention
- Positive relationship between retention and success passing. Retention is a relative figure to reach the "passing" level.
- Categorical hours – state average (Level 1-6) Establish a number of hours in each category to establish retention percentages.
- No guarantee that the numbers established now to determine retention will last very long. It is like the program which is an utter failure, what do you do?
Answer: Give it a catchy new name.